

64TH CONFERENCE ON EXCEPTIONAL CHILDREN



WORKING TOGETHER TO ACHIEVE STUDENT SUCCESS

Transition to an Active Life!

How to prepare students of all abilities for life-long physical activity.





Who am I?

- Lead Adapted Physical Education Specialist for Pitt County Schools.
- Member of the North Carolina Adapted Physical Education Advisory Council (NC-APE-AC).
- Crazy about individuals with special needs.
- Serious about leading a healthy, fit life (6 out of 7 days of the week).
- Advocate for individuals with special needs.
- Adventurist with a passion for inspiring others.



Why am I here?





- “Leisure is an important part of life, including the experience of fun and enjoyment through physical activity that is so essential for persons with disabilities.” (Krueger, DiRocco, and Felix, 2000)
- “To develop leisure skills, students must be provided with functional, community-based, lifetime sport and fitness skills training that is based on individual needs and preferences.” (Datillo, 2002; Krebs & Block, 1992)

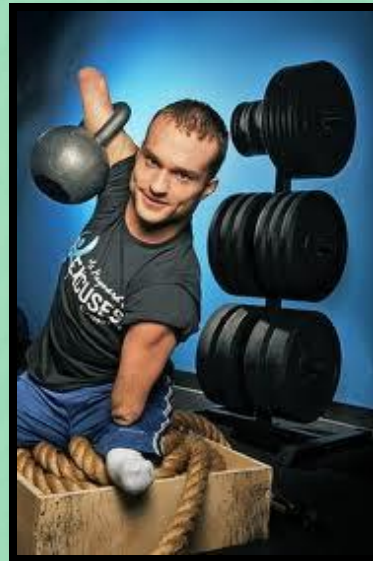


Pop Quiz!

1. Do your students lead physically active lives within the school setting?
2. Are your students active outside of the school setting?
3. Do your students know about local opportunities for physical activity and leisure?
4. Do your students understand the benefit of lifelong physical activity?
5. Do you highlight the importance of physical activity in your transition plans?
6. Where is the closest bowling alley to your school? Swimming pool? Rock wall? Fishing pond?
7. Can your students read a bus schedule?
8. What recreation and leisure activities are offered through your local recreation and parks department?
9. What is a lifetime sport? Can you name 2?
10. Can individuals with special needs climb mountains? Ride a surfboard? Complete marathons? Own a gym? Play golf?



Yeah they can!





Transition and the Law

- IDEA 2004 – Definition of Transition Services
 - A coordinated set of activities for a student with a disability that is designed to be within a result-oriented process that is focused on improving the academic and functional achievement of the child with a disability to facilitate the child's movement from school to post-school activities, including post-secondary education, vocational education, integrated employment, continuing and adult education, adult services, independent living or community participation. 300.43(a)(1)

<http://www.youtube.com/watch?v=ss2hULhXf04>



Transition Translation...

- Transition can be difficult.
- Students should be prepared.
- We are responsible for preparing them.





The Specifics...

- By the age of 16, if deemed appropriate by the IEP team, each student's IEP must include:
 1. Appropriate, measurable post-secondary goals;
 2. Transition services needed to address/reach goals.

300.320(b)(1-2)
- By the age of 14, the IEP must include a statement of transition service needs:
 1. Who is involved and type of transition assessment;
 2. Course of study.



Transition IEP Teams

- Main focus - determine transition services needed to prepare youth or young adult for life after high school.
- Should include:
 - Student
 - Parent(s)/guardian(s)
 - Special education teacher(s)
 - Adapted PE specialist
 - General education teacher(s)
 - Representative(s) of community agencies
 - Related service providers (if necessary)
 - Transition facilitator (if available)

NOTE: Professionals often must help parents understand that individuals with disabilities CAN participate in a wide variety of sports and games in numerous settings. During assessment interviews, parents can be helped to understand community resources and to assess their skills in accessing these resources.



Transition IEP Teams (cont.)

- IEP team members should ask the following:
 1. What competencies and interests do the student and his/her family desire?
 2. What knowledge and competencies does the student need in order to move from school-based to community-based living in this particular community?
 3. What knowledge, competencies, and strengths does the students already have?
 4. What knowledge and competencies will the student need to acquire to be successful?



Transition Components

1. Postsecondary education,
2. Vocational education,
3. Integrated employment,
4. Continuing and adult education, and
- 5. Independent Living**
 - **Community Participation**
 - Address programming needs in physical activity and leisure in this section.



Assessment

- First step in the transition process.
- Student and family preferences and interests form the foundation of transition planning.
- Informal
 - Inventories, parent/guardian/child needs assessment survey, checklists, etc.)
- Formal
 - Adapted Physical Education Assessments
 - i.e., Bruininks-Oseretsky Test of Motor Proficiency, Brockport Physical Fitness Test, Modified Motor Skills Inventory, etc.
 - Ecological Task Analysis (Block, 1992)



Assessment Example - Leisure

DIRECTIONS:

1. Circle the activities you have tried three or more times.
 2. Of those circled, underline the activities you would like to try again.
 3. Put a star beside the activities you have not tried, but would like to.
- *If you don't see an activity listed below, write it in a blank box.

Aquatics	Equestrian	Ice skating	Scuba diving	Table tennis	Wilderness exploration
Archery	Fencing	Martial Arts	Snow skiing	Team handball	Wrestling
Basketball	Fishing	Power soccer	Skydiving	Volleyball	_____
Beep baseball	Goal ball	Quad rugby	Slalom	Waterskiing	_____
Boccia	Golf	Racquetball	Soccer	Weight training	_____
Bowling	Hunting	Roller skating	Softball	Wheelchair dance	_____



Individual Transition Plan (ITP)

- Based on assessment(s) results and gathered data:
 - Acknowledges needs, strengths, preferences, and interests;
- Identifies specific transition services needed;
- Includes transition specific goals (see next slide);
- Implemented by age 16 by IEP team members and additional support staff (if needed).





Postsecondary Independent Living Goal Examples

1. After graduation from high school, Kathy will participate as independently as possible in a recreation/leisure program, supported by community resources, in order to increase her ability to indicate her preferences.
2. Upon completion of high school, Lisa will utilize public transportation, including the public bus system.
3. After exiting from high school, Dan will play soccer in a recreational soccer league through the local Parks and Recreation Department.



By the age...	The student will...
10-12	<ul style="list-style-type: none">- Eat healthy and exercise.- Engage in community activities.- Encourage friendships.
12-14	<ul style="list-style-type: none">- State health care requirements and medication needs.- Continue and expand engagement in extra-curricular/community activities.- Establish relationships.- Learn about resources in the community that can help
14-16	<ul style="list-style-type: none">- Understand health/medical needs.- Assess and know how to access transportation options within the community.- Engage in community opportunities.- Implement a time/money management plan.
16-18	<ul style="list-style-type: none">- Continue making healthy choices.- Continue community involvement ensuring healthy lifestyle choices.- Continue involvement with adult agencies that will assist them.
18-21	<ul style="list-style-type: none">- Develop a plan for a balanced life (schools, work, leisure, etc).- Finalize community connections.- Engage with adult supports.



Implementing Transition Services

(Related to Independent Living and Community Participation)

- Independent living and community participation require skills for leisure as well as work.
- Developing leisure skills:
 - Students must be provided with **functional, community-based, lifetime** sport and fitness skills training that is based on individual needs and assessments (Dattilo, 2002)



Developing Leisure Skills

- **Functional** – activities taught is physical education are age-appropriate and usable in recreation settings with family and friends.
- **Community-based** – instruction and practice occur in the neighborhood/community setting that students will use after graduation.
- **Lifetime** – Activities that will be meaningful and satisfying throughout adult life are taught.

(Sherrill, 1998)



Key Players

EC Teacher



Adapted PE Specialist



General Physical
Education Teacher



Recreation Professionals





Successful Transition Services

- Basic concepts for adapted and general physical educators:
 1. the curriculum for students with special needs is parallel to that of students with special needs, and
 2. the curriculum includes lifetime physical activities that take place in the community.
- Connecting lifetime physical activities in the curriculum with the community involves careful planning on the part of adapted and general physical educators, community partners, parents, students, and EC teachers. (Meek, Nearing, & Bock, 2007)



“Extended Gymnasium”

- Coined by Johansen and Nearing (1991) to convey the process of leaving the school property to participate in physical activities within the community, such as:
 - Bowling alleys
 - Ice skating rinks
 - Boccia courts
 - Swimming pools
- As the students ages, time spent in traditional PE settings decreases and time spent in the “extended gymnasium” increases.
- Best practice is that by the time the students are ready to graduate, all of their PE activities will occur in the community or with peers at postsecondary institutions.



Barriers to Transition Programming

- Cost
- Safety
- Liability issues
- Transportation
- Inadequate equipment
- Inadequate facilities
- Lack of time
- Parental permission
- Lack of administrative support
- Class size
- Behavior concerns
- Insufficient community support
- Lack of staff
- Weather



Transition Programs – Pitt County Schools

- Within the Adapted PE program in Pitt County, the APE specialists have developed the following programs related to transition:
 - Adapted Aquatics
 - Bicycle Safety
 - Sports Equipment Recycling
 - Be Green Recycling
- For more information on these programs visit www.PCSAdaptedPE.weebly.com



Now, Let's PLAY!

This portion of the presentation will focus on activities that can be completed in any setting. The activities require minimal setup, minimal equipment, and specifically focus on encouraging students of ALL abilities to lead physically active lives!



Resources

- Handouts with numerous resources will be given following the completion of the presentation.
- Handouts with game rules and set-up instructions of the activities completed during the presentation will be given at the completion of the presentation.

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